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SCHOOL OF EDUCATION

THESIS

A FOLLOW-UP STUDY of the FIRST FIVE CLASSES GRADUATED from EAST GREENWICH HIGH SCHOOL (1943-47, Inclusive)

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CHAPTER I

INTRODUCTION

Historical Sketch of East Greenwich and its Public School System

Local public education until 1942.-- East Greenwich, Rhode Island, with a population of 3,842,[1] has had a public high school system for only five years. The public school administrators in early 1948 decided it timely to check on its high school's "direction", its accomplishments, and what must be done to it to make it a better school system. To help solve this problem, the author conducted this study, using the results of a follow-up questionnaire survey (see Appendix A) to determine certain facts and to arrive at various conclusions. First, however, a brief history of education in East Greenwich will explain why our system of public secondary education is so young.

Until 1942, East Greenwich had a public school system which included the first nine grades only: in its Frenchtown school were grades one through six, and at the Eldredge school, grades one through nine. Students of

1/ Rhode Island Manual, State Capitol Building, Providence, R. I., 1947-48, p. 328.

high school age and qualification had to attend the high schools of other municipalities or the one school in town where secondary education was offered. Students who went to school out of town faced a commuting problem of no small inconvenience and considerable expense, although the town did pay all students' tuition. The young people who wanted a high school education locally had to attend the East Greenwich Academy. This school was founded in 1802[1] and was coeducational and non-sectarian, though operated by the Methodist Church. The school's purpose was to offer a college-preparatory education but it also provided a small commercial curriculum for those not planning post high school study.[2] This private school, housed in six buildings on one small campus, drew some students from outside of New England and even enrolled a few from outside the United States. Rooming and boarding facilities were necessary and there was a girls' dormitory and a boys' dormitory. A large majority of the students (approximately 100 of the student body of 128, in 1941) was from East Greenwich, particularly in the Academy's later years.

East Greenwich public education expands to include a high school.-- The methods of educating the students of

1/ East Greenwich Academy Bulletin (1941-42), published by the Methodist Church, p. 2.

2/ Ibid., p. 3.

high school qualification were generally unsatisfactory (either "farming out" pupils to distant high schools or educating the public's youth in a local, private school). Therefore, the announcement[1/] on July 1, 1942 that the Methodist Church was closing the Academy caused less consternation than might have been expected, mainly because of a generous offer by the church. This denominational body gave the town the immediate opportunity to buy the total Academy property at less than one-half its assessed valuation. It did not take the town long to decide that accepting this offer was the most sensible solution to its problem of educating its high-school-age youth. The big problems, however, were to remain for the school board to solve. A completely new faculty had to be procured and rather extensive alterations and repairs had to be made to the buildings. All of this needed to be done within two months so that the town's "new" high school could be ready for the September enrollment.

The school board was far-sighted enough to realize the need for taking carefully measured "first steps". Dr. Alfred Simpson, Director of Harvard Graduate School of Education, and Dean Eben Collins (of the same institution) were given the job of planning the curricula and helping

1/ R. I. Pendulum (July 2, 1942), Joseph Petty, Publisher, East Greenwich, R. I., p. 1.

to select a faculty. After determined effort, the school opened only a week later than the regular opening date for the other schools in the system. Renovations were not so complete as to destroy the "junior college" atmosphere of the campus. Visitors have found that during an ordinary school day a student may be in classes in as many as five separate buildings. Also, the pupil-teacher relationship usually found only in private schools exists at the school because of the fact that over one-half of the high school faculty lives on the campus itself. There is a small apartment house (formerly the Academy's boys' dormitory) owned and operated by the school system, to provide housing for married teachers needing accommodations. A "teacherage" (the brick building which was the girls' dormitory) now offers convenient living quarters for as many as fourteen unmarried faculty members, of both sexes.

The first class to graduate from East Greenwich High School was in June 1943. The youths in this class had spent only their senior year in the "new" public high school, as they had been juniors in the Academy during the latter's last year of operation. The class of 1946 was the first to have been offered twelve years of local, public school education. The author's questionnaire was

directed at the five classes graduated in the five years 1943-47. No previous study had been made of the post-graduate history or considered opinions of the 156 students who had constituted these classes.

The Statement of the Problem

The purpose of the study.-- Although some school records existed as to certain educational and vocational steps taken by the graduates of East Greenwich High School, no effort had been made to make a thorough study of the experiences and opinions of all members of the schools' alumni. School administrators, naturally, need to know certain facts to decide whether to maintain curricula or to alter them. Data and comments from graduates who recently stepped out into the world are among the best criteria to enable educators to understand and cope successfully with their tasks, according to Erickson and Smith.[1/] One of the most reliable methods for obtaining such information is the use of the follow-up questionnaire.[2/] The author employed a questionnaire (see Appendix A) in making this study, with the purpose of collecting and analyzing data pertinent to basic educational problems

1/ Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services, McGraw-Hill Book Company, New York, 1947, p.237.

2/ U. S. Office of Education, Programs of Guidance, Bulletin # 17, 1932, Washington, D. C., U. S. Printing Office, p. 19.

in East Greenwich.

Preparation of the inquiry form.-- The rough draft of the author's questionnaire was reviewed by eight graduates so that its final form would have the benefit of a refining and improving process. The candid opinions of these graduates proved worthy of consideration.

The author felt that certain areas should be covered by the questionnaire to get a picture as complete as possible of the graduates' history. General information would throw light onto such problems as the residential distribution of graduates, whether or not they were married, and what they had done after graduation. From this data the school administrators could get help in deciding how much emphasis should be placed on local vocational education, for example. Too, perhaps a high rate of early marriages would call for consideration of a more detailed course in marriage. A lower-than-average percent of students matriculating in advanced educational institutions might indicate some weaknesses in the system.

Besides general information, vocational data of a specific nature should be collected. The percent of those unemployed, the types of jobs held by East Greenwich graduates, and reasons for job changes all could offer information that guidance personnel should have

available to do more effective counseling. School administrators who realize how important a "stepping-stone" a school is also need these facts, to be sure they are turning out oriented and capable young people for the job market.

The educational area of the questionnaire was designed to find the answers to such questions as what improvement could graduates suggest in subjects taken and what help could the school offer other than in the subject-matter field? With the answers to these types of questions the teachers and administrators would have some criteria for evaluating the job that they and their school were doing, and could do.

The questionnaire prepared by the author was arranged into three separate sections so as to provide for organization of the answers into a logical form. Seventeen of the twenty-seven questions in the questionnaire (Appendix A) were answerable merely by use of the check mark. This was done so that the graduates would find it a fairly simple form to complete (insuring larger returns for the author) and made the final organization of data easier. A careful study of other questionnaires gave the author the opportunity to decide which would be good characteristics to include within the instrument he

wished to use. Koos[1/] was particularly helpful.

Administration of the instrument.-- Maximum returns could have been achieved if the author had approached each graduate in person and waited (perhaps offering help meanwhile) until the form was completed. However, this technique would have required too much time. Also, the presence of the interviewer would have influenced many answers, and most graduates could not have given proper consideration to certain questions when presented so extemporarily. Therefore, the questionnaires were sent by mail so that an element of impersonality and time for deliberation were possible.

Because the first set of returns was not as complete as necessary to act as the foundation for the study, a penny postal card (see Appendix B) was sent as a reminder to those who had not yet co-operated. As was expected, the postal card follow-up was only partially successful. It was necessary to make phone calls to some and have personal interviews with others to get as many returns as was used as the basis for the final analysis. It should be noted that the author is much indebted to the information operators of the local telephone company for helping to locate many graduates who had changed their addresses at

1/ Leonard V. Koos, "The Questionnaire", Research Bulletin (Vol. VIII), National Education Association, Washington, D. C., 1930, p. 11.

least once since leaving school. Telephone operators possess a storehouse of information about a town's residents and their help was invaluable in making contacts.

Extent of replies received.-- The table below shows the number of questionnaires sent, arranged according to classes and sex, and the number of returns.

TABLE I

NUMBER OF REPLIES RECEIVED ARRANGED BY CLASSES

	1943	1944	1945	1946	1947	Total
No. in Class						
Boys	8	2	11	10	15	46
Girls	23	17	20	27	23	110
Addresses Unknown						
Boys	0	0	2	0	2	4
Girls	1	1	0	2	2	6
No. Questionnaires Sent						
Boys	8	2	9	10	13	42
Girls	22	16	20	25	21	104
No. Questionnaires Returned						
Boys	4	2	8	7	10	31
Girls	17	13	16	20	19	85
% Questionnaires Returned (Boys + Girls)	70	83	83	83	85	79.5

Less than one-third the student enrollment for the years 1943-47 were boys. Well-paying jobs and ready employment, combined with service in the armed forces, made the boys the definite minority of the student body (with a total of but 46 boys and 110 girls). The addresses of 10 alumni were unknown, principally because a majority

of the 10 were sons and daughters of naval personnel who were only temporary residents of East Greenwich (Quonset, a large naval air base is contiguous to East Greenwich).

Forty two of the boys were sent questionnaires and 31 (73.8 per cent) of them made returns as requested. Of the 104 girls who were sent questionnaires, 85 (81.7 per cent) co-operated, giving a higher per cent of returns than the boys. A total of 146 graduates were asked to help in this study and 116 (79.5 per cent) finally responded. It would seem then that a satisfactory majority of the alumni realized that the school system of which they were a product was being studied with improvement as the aim. The questionnaire they were asked to complete was social, not personal, in nature: four-fifths of them accepted the responsibility of furnishing data and opinions to make possible an inventory of their very young school system. The school administration, too, was interested in and supported this survey, cognizant of the theory that small schools must struggle continually to offer a well balanced, well taught educational program (Francis T. Spaulding[1/] goes so far as to say that a school with less than 300 pupils can be good in only one or two phases of its total curriculum. East Greenwich

1/ Francis T. Spaulding, High School and Life, McGraw-Hill Book Co., Inc., New York, 1938, p. 119.

High School averages between 175-190 pupils).

Summary

East Greenwich acquired a public high school in 1942. No study had ever been made of the graduates' educational and vocational histories. Because there was need to know certain facts concerning the experiences and opinions of the graduates, the author (half-time guidance counselor at East Greenwich High School since 1945) made this study.

One of the most satisfactory and efficient methods for conducting a "follow-up" study is the use of a questionnaire. The author studied the questionnaires used by many other investigators and the best elements of these, in his estimation, were organized to make the one finally employed in East Greenwich. The questionnaires were mailed to all graduates in the classes 1943-1947 whose addresses were known. Postal cards, telephone calls, and personal contacts were used to get the greatest number of returns,possible.

The foundation for this study was the compilation of 116 responses from the 146 graduates whose co-operation was sought. As this constituted 79.5 per cent of the 146 graduates, the author felt he had a sufficient basis for a study of the educational and vocational history of the graduates of East Greenwich High School.

CHAPTER II

THE RESPONDENTS' DATA OF A GENERAL NATURE

Marital and Residential Status

Place of residence of respondents.-- Despite wartime travel and the ensuing establishment of out-of-town contacts, it was found that only one boy respondent had moved from East Greenwich. Eleven girl respondents had established residences elsewhere because most of them were married and they had to move as a matter of convenience to their husbands' work. In general, it would appear that both boy and girl graduates, as shown by Table II, below, feel that East Greenwich makes a satisfactory home town and source of employment.

TABLE II

NUMBER OF RESPONDENTS LIVING IN EAST GREENWICH

	1943		1944		1945		1946		1947		Total
	B	G	B	G	B	G	B	G	B	G	
No. of respondents	4	17	2	13	8	16	7	20	10	19	116
No. living in E. G.	4	10	2	12	8	15	7	19	9	18	104
% living in E. G.	67%		93%		96%		93%		93%		90%

Marital status of graduates.-- Of the 116 graduates answering the survey, 29 are married. No divorces were

recorded. A higher percentage of girl graduates are married than boys, which is to be expected as girls mature and marry earlier than their boy classmates. Table III shows the distribution of single and married graduates by class and sex.

TABLE III

MARITAL STATUS OF RESPONDENTS BY CLASSES AND SEX

	1943		1944		1945		1946		1947		Total	
	B	G	B	G	B	G	B	G	B	G	B	G
Single	2	8	2	7	8	12	6	18	9	15	27	60
Married	2	9	0	6	0	4	1	2	1	4	4	25

Note that of 31 boy graduates, only four are married (12.9 per cent) whereas 25 of the 85 girl graduates are married (29.4 per cent). If the numbers were large enough to be valid, statistically, it might be cause for further study when it is seen that of the 25 boy respondents in the classes of 1944-47 (inclusive) only two are married (and one of these is a 25 year old veteran who was married two years before returning to complete his final year in high school). The economic problem of marriage is probably the key reason for so many young men postponing getting married. Home-making and marriage-hygiene courses for

girls (especially) seem warranted by the fact that over one-fourth of the girls are married within five years of graduating. Almost every one of these married girl graduates did not go to college and high school courses would be a good, and perhaps the only, means of making a comprehensive study of marriage and its importance in their lives.

Present Educational and Vocational Findings

"First steps" after graduation.-- Sixteen of the thirty one male respondents went directly into the armed services upon graduating, three of whom enlisted. Five of the sixteen veteran-respondents said further education was financially possible only because they had served in the armed forces. Only six of the 31 male respondents matriculated elsewhere immediately after graduation and nine took employment. Because these data are meager, however, and so insignificant, statistically, the author tried to organize the material in this study keeping Wylie's[1] advice in mind: "Ask a fairly large number of questions, if possible interlocking them so that a 'vital' point will be established by a consensus among answers."

1/ Andrew Tennant Wylie, "To What Extent May We Rely Upon the Answers to a School Questionnaire?", Journal of Educational Method, June 1927, p. 257.

One fact readily stands out, however, and that is in regard to the large percentage of girls taking further schooling. It will be revealed in later tables (XXI and XXIV especially) that many of our girl graduates felt a need for further training before taking a job in the business field. Too, it was noted that East Greenwich High School girl graduates are attending college in increasing proportions (which is typical of the rest of the country). Thirty five of the eighty five girl respondents, or 41.2 per cent, matriculated at other schools and colleges. The question arises, "Did these girls feel a desire for further education for vocational and personal reasons or mainly because their background at East Greenwich High School was less adequate than they felt a high school should offer?" Table XXIV indicates the latter for business girls. Only two students (girls) married immediately after graduating. One girl listed "travel" as her first post-graduate activity and another "stayed home".

Present occupational status of the graduates.-- Table IV shows that only 54.3 per cent of our graduates are working at present (in this table, "students" means respondents studying full-time, "housewives" means married women having no work outside of their homes, and "employed"

includes boys and girls, married and single, who are employed in regular, paid jobs).

TABLE IV

PRESENT STATUS OF RESPONDENTS BY SEX

	No. of Boys	% of Boys	No. of Girls	% of Girls	Total No.	Total %
Respondents	31		85		116	
Employed	16	51.6	47	55.3	63	54.3
Students	11	35.5	23	27.0	34	29.3
Housewives			13	15.3	13	11.2
Unemployed	4	12.9	2	2.4	6	5.2

Although only 54.3 per cent of the respondents are now employed it should be noted that only six of 116 graduates (5.2 per cent) are unemployed, and illness accounts for the unemployability of two of the six. Two of the four boys unemployed are just out of the service. Sixty three employed of sixty seven employables suggests an adequate job market.

The fact that as much as 35.5 per cent of the boy graduates are studying full-time indicates both a desire to take advantage of "G. I." benefits as well as an awareness of the need for more and more education to meet

increased vocational competition. A larger than usual percentage (29.3 per cent) of our boy and girl graduates are now studying "full-time" in various educational institutions. However, we must keep in mind that this is probably a slightly higher percentage than would be true if all graduates were respondents to this questionnaire. Previous studies have shown that the graduates with a general course background (and who rarely become full-time post-graduate students) have a poorer record of co-operating in surveys than do the college and business preparatory groups.

Thirty six of the eighty five girl respondents (42.3 per cent) are either students or housewives. Of the remaining 49, 47 are employed and only two are unemployed; of the latter, one was unemployable because of illness.

Summary

The respondents create the impression that the graduates of East Greenwich (except for the girls whose marriage took them elsewhere) feel no particular need or urge to establish residences outside of East Greenwich. Although a very small percentage of the male graduates are married, the female graduates have married at an average rate (only two out of the eighty five girl grad-

uates were married immediately after graduating, however).

Slightly more than one-half of the 31 boy respondents went into the service after graduating and only six of the remainder immediately matriculated elsewhere. Nevertheless, a good-sized proportion (29.3 per cent) of the respondents are making sound plans for the future by taking further, full-time schooling.

The respondents have found ready employment in East Greenwich and, on the surface, their vocational problems seem to have been solved. However, the difference between 1) those liking and hoping to stay in their present jobs and 2) those planning job changes, will be treated in the next chapter.

CHAPTER III

VOCATIONAL DATA

Vocational History of Respondents

Types of employment held by graduates.-- At the time of the survey, the 63 graduates employed represented the commercial field very noticeably. Thirty two of the graduates were in office positions (see Table V below).

TABLE V

TYPES OF JOBS HELD BY RESPONDENTS

Name of Job	Number of Graduates
Office Clerk	23
Telephone Operator	6
Secretary	4
Bookkeeper	3
Inspector	3
Mechanic	2
Soda Clerk	2
Scientist	1
Teacher	1
Nurse	1
Air Line Stewardess	1
Machine Operator	1
Greenskeeper	1
Service Representative	1
Bundler	1
Baker Helper	1
Truck Driver	1
Assembler	1
Gate Tender	1
Pageboy (R. I. House of Rep.)	1

TABLE V (concluded)

Name of Job	Number of Graduates
Mill Operator	1
Lunchroom-general	1
Stenographer	1
Painter	1
"General"	1
Unknown	2
Total	63

This is to be expected when all factors are taken into account. First, the commercial course was taken by a majority of all girls in all of the five classes studied. Second, the girls have outnumbered the boys in each class; there was a total of 42 boy graduates and 104 girl graduates. Third, 81.7 per cent of the girls responded in this survey, but only 73.8 per cent of the boys. Only two people were in professions and two in the semi-professions. However, a survey taken two years from now would show a greater representation in professional ranks, as many of our graduates are just completing the long training necessary for professional careers. The war, of course, interfered with such normal preparation.

Despite the fact that many young men (and boys still in high school) "work on the water", no boy graduate lists

that as a present job. "Working on the water" is the job description for the work of small-boat owners going out onto the waters of Narragansett Bay to dig quahaugs, clams, and oysters, to be sold to dealers shipping to a New York market, mainly (these shell-fish diggers are members of a mineworkers' local). The fishermen are well paid for their labor, but the work is seasonal and not every year promises a bountiful harvest. Evidently this work is considered only an opportunity to add to ordinary incomes and the workers wish to retain regular employment as an "insurance policy".

Not more than eight of the employed graduates are in actual textile work despite the area's many textile jobs (there are more textile jobs available locally than any other kind[1/]). The rest of the graduates not mentioned in the above groups show a dispersion without significance (see Table V above).

Sources where employment was obtained.-- Some respondents listed more than one source of obtaining employment because they had more than one job since graduation. The responses (shown in Table VI) reveal that for one-third of the respondents the important process of finding one's vocation is taken care of simply by

1/ Providence Journal Company, Journal-Bulletin Almanac (1948), Providence, R. I., p. 82.

enlisting the aid of one's friends.

TABLE VI

SOURCES WHERE EMPLOYMENT WAS OBTAINED

	No. of Responses	% of Total
Friends	31	32.3
Applied personally	14	14.6
Guidance office and school	10	10.4
Relatives	9	9.4
Answered an ad	9	9.4
Stumbled upon a job	8	8.3
Public employment service	5	5.2
Sought by prospective employer	5	5.2
Commercial employment service	3	3.1
Other	2	2.1
Total	96	100.0

This method might illustrate a lack of planning and initiative on the part of the job seeker (and if this is true, there is a possibility that the job so obtained may be indifferently and lightly held). Moreover, it shows that the war years and early post-war period created such a labor scarcity that many employers had to ask their employees to act as "talent scouts" and "recruiting agents". The job taken through the contact made by a friend does have a small advantage, possibly, and that is the fact

that the friend generally knows enough about the employer and/or job to select for and advise the prospective-employee friend.

The school guidance office found openings for only 10.4 per cent of the respondents. This would indicate that it has not made sufficient effort to advise prospective employers that the high school can aid them, quickly and accurately, in securing "tailor-made" employees. The well-rounded guidance program should include this service[1/]. In East Greenwich it would be not only good public relations, and a service to employers and graduates, but should be a good method of rewarding deserving students and operate as effective motivation.

There have been many job openings, and relaxed requirements for entry positions, during the years when these respondents were first becoming employed. This has meant they did not need the school's help nor did they have to plan a regular and "disciplined" campaign to get a job. It would be reasonably safe to say that almost every respondent would have been able to obtain employment through any one or all of the nine media listed in Table VI, as that respondent might have wished.

1/ George E. Myers, The Problem of Vocational Guidance, MacMillan Company, New York, 1927, p. 167.

The commercial employment agency is a medium most graduates keep away from in times when its help isn't essential,because of the placement fee. The public employment agencies (the U. S. Employment Service and its state-affiliated work is the best illustration of these) now give free placement and a free analysis of the prospective employee's strong points and weak points. The U. S. Employment Service has available a General Aptitude Test Battery which includes a measurement of 1) general intelligence, 2) vocabulary, 3) mathematical ability, 4) spatial acuity (ability to solve three-dimensional problems, 5) perception (keenness of sight), 6) filing ability (a basic clerical job), 7) aiming ability (hand-eye co-ordination), 8) motor speed (quickness of hand-arm movement), 9) finger dexterity, and 10) manual (arm) dexterity.

The figures in the table on source of employment (Table VI) will vary as the amount of job openings decrease. It is probable that "friends" will be a less helpful source and that "applied personally", "school", and other critical media will be used more.

Source of vocational information and planning.--Table VI showed that "friends" seem to play a vital part in the vocational lives of the graduates of East Green-

wich High School because they act as the largest single job-placing agent of all. Again, as a source for vocational information and planning, friends play the major part: of 82 responses given to the question, "Where have you received help in planning for, or getting information on the job of your choice?" 22 (26.8 per cent) checked "friends" as the source. There were 82 responses on this question as some of the 62 employed respondents checked more than one source.

TABLE VII

SOURCES OF VOCATIONAL INFORMATION AND PLANNING

Source of Help	Number of Responses
Friends	22
Teachers	13
Guidance Counselor	12
Reading	12
Relatives	7
Employment Agencies	2
Other	14
Total	82

The next largest source was "teachers", with 13 of the responses (15.9 per cent) so indicating. The guidance counselor (who is a half-time social studies teacher) was tied for third place with 12 persons crediting him

with help and 12 claiming that reading was an important aid. It cannot be assumed that the reading was necessarily from the adequate vocational materials at the high school. However, even excluding high school reading entirely it can safely be claimed that the high school's other contributions (teachers and guidance office) seem fairly satisfactory, comprising 30.5 per cent of the total information students received. Relatives and employment agencies were near the bottom of the list of contributors. Three respondents wrote in to explain that they had been lucky enough to receive advice from their present employers. Two stalwarts listed themselves and their own efforts as being main sources of vocational information and planning!

Table VII (above) shows that although "friends" and the high school "teachers" and "counselors" total a little over half of all help received by the graduates, no one particular source was outstanding in the help given. It seems to the author that the high school should be more alert to its opportunities here. However, the pupils should be advised not to rely upon information from just one source, but should check high school faculty information against reading, and all those data against advice supplied by qualified personnel already in the field.

Source of Job Training.-- In the questionnaire (Appendix A) the author asked the source of training for jobs held by graduates now employed. However, he decided to use the additional responses given by some graduates who are now in school, which referred to sources of job training for jobs previously held (see Table VIII below).

TABLE VIII

SOURCE OF JOB TRAINING

Source	No. of Boys	% of Boys	No. of Girls	% of Girls	Total No.	Total %
On the job	16	88.8	38	66.6	54	72.0
High School	0	0	13	22.8	13	17.3
Other	2	11.2	6	10.6	8	10.7

Upon further consideration and after talk with respondents subsequent to their returning the questionnaires the author feels this question was not sufficiently explicit. As proof of this may be cited these facts: 31 girls are now in office jobs (the basic training for which was received in the high school's commercial course) yet only thirteen indicated that "high school" (rather than "on the job", or "other") was the source of their job training. Not one boy indicated high school as the source.

It is therefore apparent that on-the-job training makes a strong impression on the worker. The more lengthy, more basic, but more remote high school training tends to be forgotten somewhat easily. This question (in regard to source of training for present job) would have been of more value if it sought the grade level (this would have included twelve years of grammar and secondary and up to six years of post high school education) and subjects necessary for the current job's preparation. Also, it would have been more valuable to know to what degree (knowing it was of some help to all) the high school training was necessary as a background for the current job. A rating scale could be used, beginning with "no help at all" to "all help that was necessary".

Fifty four of the seventy five responses claimed that job training was obtained on the job itself, and eight respondents wrote in explanations for "other" (including "Democratic Town Committee"). It would appear that only 13 responses (17.3 per cent) gave the high school credit for being an adequate source of job training. Even if this is an accurate appraisal of the high school background it is not dismaying except in the cases where the high school was supposed to furnish a definitely adequate vocational training. As most girl respondents

with a commercial curriculum background indicated they got their job training after high school, it is evident that the high school has given inadequate business training. Girls doing office work and boys doing shop work (as shown in Table VIII above) indicate they got their job training from sources other than high school.

Reasons for changing jobs.-- Not all respondents gave answers to this question as some were still employed on the first job taken. Others checked more than one reason because of several changes, or because there were multiple reasons for one job change.

TABLE IX

REASONS FOR LEAVING PREVIOUS JOBS

Reason for Leaving	Number of Responses
Offered a better job	11
Laid off	9
Not enough money	8
Disliked work	8
No job future	7
Marriage	6
Health	4
Travel difficulty	2
Disliked employers	2
Other	10
Total	67

The author feels there is no significant figure given in this table for any particular reason for job change but a recent study[1] indicates what is probably the principal reason for job changes. It was found that approximately half of all high school graduates have different occupational interests from those they had as high school students. As there have been more than enough jobs available, employee dissatisfaction has arisen more easily than it would have in times of a tight labor market. For instance, it is easy to see that "offered a better job" and "not enough money" (these two together constituted 28.4 per cent of the 67 responses) would be natural reasons for youths in the contemporary labor market to change jobs casually. It is possible that some who checked "offered a better job" really meant "got more money elsewhere".

Employer-employee relations in the local area seem unusually agreeable, as witnessed by the fact that only two respondents said they didn't like their employers! Another small number has a significance that is greater than meets the eye: two checked travel difficulties (referring to Providence-commuting) as reasons for job

1/ Marcia W. Zabriskie, "A Follow-up of Graduates and Non-Graduates of Bloomfield High School from 1941-1945". Unpublished master's thesis, Boston University, 1948, p. 63.

change. The fact that few of our employed respondents have worked in Providence and that two have given up their jobs (which were acceptable otherwise) in that city, shows that accessibility to employment is a main reason for taking, liking, and keeping a job (Table XII will show that six people give proximity as a major reason for liking their jobs). It would seem that jobs in East Greenwich offer no particular health hazard (only four checked "health" as a reason for a job change, and it is known that in two of these cases the employees' health was poor before becoming employed).

Table IX, above, does not include the reason "fired", as did the questionnaire, because no one checked the item. It would seem that employers are less demanding than before the war and/or that if any respondents had been "fired", they were too embarrassed to admit it. The nine who were "laid off" were unable to follow the Bostitch Company to Westerly, R. I. when it moved several years ago.

Facts and Opinions Furnished by Respondents
in re Present and Future Employment

Distribution of employment.-- The diversity of employment as well as adequate job opportunities in East Greenwich and environs have kept the graduates in the local

job market.

Thirty seven of the sixty three employed graduates (58.7 per cent) are employed in East Greenwich (see Table X below) and fifty one of the sixty three (81 per cent) work within an eight mile radius.

TABLE X

DISTRIBUTION OF RESPONDENTS' EMPLOYMENT

City	State	Respondents Employed Here
East Greenwich	R. I.	37
Providence	"	7
Quonset	"	6
Warwick	"	4
Davisville	"	2
Boston	Mass.	2
Cranston	R. I.	1
North Kingston	"	1
West Hartford	Conn.	1
Los Angeles	Cal.	1
Unknown		1
Total		63

Only five of the sixty three are not employed within fourteen miles of East Greenwich (the job location of one of the five is unknown). The types of jobs represented by three of these five show the lack of restriction on professional people when they wish to change their job

locale: the scientist took a job in California, the teacher in Hartford, and the airline stewardess in Boston. This was illustrated, too, in a study by Martha R. Murdock[1/]. The eight workers listing Davisville and Quonset (these being big naval establishments just outside of East Greenwich) as their employment centers hold civil service jobs. Only seven of the 63 employed graduates (11.1 per cent) work in Providence although it has a population of 253,504 (based on U. S. Census of 1940), a huge range of job opportunities, and is only 14 miles away. The reason for this small vocational exodus, as mentioned previously, is that job convenience rates highly with most employees.

Principal employers of respondents.-- The three employers giving the greatest number of jobs to the graduates are among the nation's biggest sources of employment. It was found that the U. S. Navy (civil service), New England Telephone and Telegraph Company, and Textron, Incorporated give work to a total of 20 of 63 employed respondents.

1/ Martha R. Murdock, "A Follow-up Study of Two Groups of Graduates of Milton High School", unpublished master's thesis, Boston University, 1942, p. 31.

TABLE XI

EMPLOYERS FURNISHING TWO OR MORE JOBS FOR EAST GREENWICH HIGH SCHOOL GRADUATES

Employer	Location	Graduates Employed
U. S. Navy*	Quonset-Davisville	8
N. E. Tel. and Tel. Co.	East Greenwich	7
Textron, Inc.	Warwick	5
Union Trust Co.	East Greenwich	3
Verney Corp.	Warwick	3
Booth Bros. Oil Co.	East Greenwich	2
First National Store	"	2
Gorham Mfg. Co.	Providence	2
Browne and Sharpe Co.	"	2

* civil service

Two other huge employers are manufacturers (in Providence) who give two jobs each to our graduates (the Gorham Manufacturing Company and Browne and Sharpe Company). Textron, Incorporated is the largest of the nearby sources of employment with a total of five hundred-plus employees. There are serious social implications in the fact that Textron has more jobs for women than men, by a four to one ratio. Too, there is cause for concern when the U. S. Employment Service bulletins demonstrate that the demand for female help in Rhode Island is now greater than for male help. There are many local establishments which hire but one, each, of the graduates reporting in

this survey, but they are not listed. The table above shows only employers giving two or more of our respondents employment. In all, there are 22 firms in East Greenwich proper, with a total of 490 male and 275 female workers in all industries within the municipal limits[1/]. The Warwick-East Greenwich town line is on the down-town edge of the East Greenwich business district, and a few hundred yards away in Warwick are two textile mills (Textron, Incorporated and Verney Corporation) employing over 800 workers.

Measurement of satisfaction-dissatisfaction with present jobs.-- The returns show that the employed respondents have selected pleasant jobs and have found their vocational life satisfactory, temporarily at least: 55 of the 63 employed respondents (87.3 per cent) say they are satisfied in their present jobs (but, it will be seen, Table XIII qualifies the impression the word "satisfied" first makes). The girl graduates have a much higher rate of job satisfaction than do the boys: 44 of the 47 girl respondents (93.6 per cent) and 11 of the 16 boys (68.8 per cent) indicate they like their jobs. The latter realize, more so than the former, the necessity for making long-range vocational plans. It is natural

1/ Providence Journal Company, Journal-Bulletin Almanac (1948), Providence, R. I., p. 82.

that the boy respondents would have more criticisms (involving opportunities for advancement and job security, e. g.) than would the girls. It is indicated that most girls consider a job as satisfactory if the work is reasonably well paid, pleasant, and socially acceptable.

The employers in East Greenwich have tried to provide for decent working conditions: their success is indicated, both in the general defeat of the union movement locally and the healthy rate of job satisfaction on the part of employees.

Reasons for job satisfaction.-- The two reasons most frequently checked for satisfaction with the current job were "good pay" and "pleasant work". Only one respondent checked "job security" (see Table XII below).

TABLE XII

REASONS FOR JOB SATISFACTION

Reasons	Number of Graduates
Good pay	13
Pleasant work	11
Chance for advancement	9
Interesting work	7
Good associations	7
Good hours	6
Handy (commuting distance)	6
Clean work	3

TABLE XII (concluded)

Reasons	Number of Graduates
Good experience	3
Well adapted to it	2
Like responsibility	1
Like employer	1
Job security	1
Total	70

Evidently, the element of security is not of too much concern to these youths who cannot remember times when security was perhaps the key attraction in a job, and who have this far found ready, abundant employment. Only three find their jobs desirable because of the good experience gained (in the event of a job change). Those who checked "chance for advancement", "good experience", "well adapted to it", "like responsibility", and "job security" make up but 16 of the 70 responses (22.9 per cent) for job satisfaction. Yet these responses represent the more mature, more clearly analyzed attitudes toward one's vocation. It would seem then that 77.1 per cent of the respondents feel that the process of getting a job is an easy one (i. e. there is no need to have a vocational plan) and that the elements that make for job pleasantness are to be considered most.

In Table XII above, note that only nine of the 70 responses (12.9 per cent) show there are recognizably good chances for advancement on the present job. This fact and Table XIV indicate a feeling on the part of many of these employees that although most of their job conditions make for a satisfactory vocational situation for the present, they will nevertheless change jobs because of no chance for advancement.

Attitude of permanency toward present job.-- The graduates were asked, "Are you reasonably sure your present job will be your life's work?" with the aim of measuring their intended employment stability (which, from youth's present point of view, would be based more on certain pleasant aspects of the job than on its probable security in the economic picture). Several employed respondents did not answer this question. Perhaps they were uncertain as to the continued desirability of their present jobs and, too, human nature seems to find the prospect of remaining in one situation permanently a little disturbing. It is worth noting that 17 of 47 girls (36.2 per cent) hope to keep their present jobs for the remainder of their working careers, and that only two of 16 boys (12.5 per cent) felt they would like to retain their jobs permanently.

TABLE XIII

RESPONDENTS' ATTITUDE TOWARD PERMANENCY OF PRESENT JOB

	No. of Boys	% of Boys	No. of Girls	% of Girls	Total No.	Total %
Employed respondents	16		47		63	
Not permanent job	14	87.5	27	57.4	41	65.1
Permanent job	2	12.5	17	36.2	19	30.2
No response	0	0	3	6.4	3	4.7

There seems to be no evidence of complete dissatisfaction with their present employment or, on the other hand, of undue concern for holding their present jobs. Table XIII illustrates an optimism that opportunities for other jobs exist.

Reasons for planning job changes.-- The 41 respondents (of 63 employed) who plan job changes offer sound reasons for so doing.

TABLE XIV

REASONS FOR PLANNING PRESENT JOB CHANGE

	No. of Boys	% of Boys	No. of Girls	% of Girls	Total No.	Total %
New job in mind	8	57.1	7	25.9	15	36.6
Can't advance now	5	35.7	5	18.5	10	24.4
Marital plans	0	0	10	37.1	10	24.4

TABLE XIV (concluded)

	No. of Boys	% of Boys	No. of Girls	% of Girls	Total No.	Total %
Unpleasant work	1	7.2	0	0	1	2.4
Unhealthy work	0	0	0	0	0	0
No response	0	0	5	18.5	5	12.4

Fifteen of the forty one (36.6 per cent) have another vocation in mind, some of whom are taking evening courses to effect these changes. The two other main reasons for planning to give up their jobs were "no chance to advance" and (written in beside "other" reason) marital plans. Five boys (a bigger proportion than the girls) and five girls checked "no chance to advance", and ten girls the marital reason. Only one worker complained of an unpleasant working environment as a reason for intended resignation and no one felt his job was unhealthy enough to leave it. Five employed respondents did not answer, all of whom were girls. Perhaps they had matrimonial hopes and/or prospects, but were too shy (or cautious) to be committal?

Attitude toward future vocational help.-- It is to be hoped that there will be a change in the practice of U. S. workers' somewhat indifferently accepting and later

resigning from jobs. An analysis of labor in 1937[1/] showed that there was a "turnover" of workers in all manufacturing industries that year at the (seriously high) rate of 50 per cent. The cost to industry, to the taxpayers, and the workers' families is apparent. With this in mind, the author asked the graduates to indicate whether or not they wished "competent help" in making future job plans. A bigger proportion of the boys imply they would like help in planning for the future than do the girls, with five of the 16 boys (31.3 per cent) to eight of 47 girls (17.0 per cent) so stating.

TABLE XV

EMPLOYED RESPONDENTS' ATTITUDE TOWARD FUTURE VOCATIONAL HELP

Attitude	No. of Boys	% of Boys	No. of Girls	% of Girls	Total No.	Total %
Don't need it	9	56.3	29	61.7	38	60.3
Do need it	5	31.3	8	17.0	13	20.6
No response	2	12.5	10	21.3	12	19.0

As claimed before in this study, girls generally do not take as serious an outlook on their vocational futures

1/ George E. Myers, Principals and Techniques of Vocational Guidance, New York, McGraw-Hill Book Co., 1941, p. 70.

as do the boys. The latter realize that society expects them to show greater vocational stability and that by marriage they magnify rather than simplify their vocational problems. The boys, then, indicate to a fair degree that they would take competent vocational help if proferred. The fact that 56 per cent don't feel they need it implies that a majority think their problems not too difficult to work out by themselves. It may be that the experience that many have gained as veterans, plus the confidence they feel at a time when almost anyone can get a job, add up to a strong sense of self-reliance. Such independence seems commendable on the surface but there are possible dangerous implications.

Table XV (shown above) shows that twelve did not even attempt an answer. May it not be assumed that this indecision suggests a need for help and that added to the 20 per cent who do want further counsel we find that approximately 40 per cent of our out-of-school youths would probably accept qualified vocational help if they knew where to get it?

Summary

A large proportion of the graduates studied have gone into office work, with very few established as yet

in the professions. A phenomenon of the "types of employment" response is that only eight of the employed respondents are in jobs that are typically textile jobs (handling and processing cloth), yet East Greenwich is in a key area of the textile industry. The federal government is an employer of a good-sized percentage of the graduates (who are in civil service clerical jobs, principally). The majority of the employed respondents, it is interesting and reassuring to note, work for companies with reputations for better employment conditions than is true for most of our country's employers.

Our respondents indicate that the high school graduate with no particular desire to get highly specialized work has been able to pick up one of many jobs, locally, has had few commuting problems, and finds generally pleasant work in a labor market favorable to him. Also, the respondents report, jobs are still obtained somewhat casually, through "friends" mainly (the former do not yet seem to realize what a difference fewer job openings will mean in their vocational futures).

A larger proportion of male respondents than female register an intention to make job changes. Sensible reasons were advanced for such intentions, including

"another vocation in mind" and "no chance to advance in present job". Only one worker planned to change his job because of unpleasant working conditions--a tribute to the tenor of employer-employee relations in East Greenwich.

The high school was given little credit as the source of job training. Even the commercial curriculum failed to give a satisfactory vocational background, according to the alumnae. Too, the high school has not given its youths as much vocational information and placement service as it should. However, the high school still has a chance to give help to the graduates as manifested by responses implying competent vocational guidance was still needed. The majority of our graduates, though, seem to have little fear that they can't plan and develop their vocational futures without additional help.

CHAPTER IV

EDUCATIONAL DATA

Respondents' Evaluation of Their Educational Experience at East Greenwich High School

Measurement of satisfaction with course taken.-- The three curricula offered the graduates of the classes studied were never administered rigidly. Some students in the "college course" took Typing I, Shop I, or other similar subjects; some "commercial course" girls took a year or two of a foreign language or a course in sewing, perhaps; some students in the "general course" (the most heterogeneous offered) took algebra with their shop work, or chemistry with their home economics program. Occasionally students have complained about the lack of a rigidly prescribed program. Because there was the opportunity for making unwise selections of courses and subjects, the author felt it was necessary to ask, "Do you think the course you took in high school was the right choice?" A large majority (79.3 per cent) of the graduates answered affirmatively.

TABLE XVI

MEASUREMENT OF SATISFACTION WITH COURSE TAKEN

	No. of Boys	% of Boys	No. of Girls	% of Girls	Total No.	Total %
Right choice	26	83.9	66	77.6	92	79.3
Wrong choice	5	16.1	16	18.8	21	18.1
No response	0	0	3	3.5	3	2.6
Total	31		85		116	

Some recalled with satisfaction, perhaps, the freedom they had in choosing subjects which met certain interests or needs of theirs, even though such subjects were not ordinarily included within their curricula. As the course in high school so often sets the vocational (and hence life-) pattern of the graduates, the high school is naturally a direct source of some of our vocationally maladjusted graduates. But how much of the blame should be the high school's for unwise counseling, or for offering inadequate curricula, and how much is directly due to student and parental poor judgment cannot be estimated from these statistics. It is evident, however, that even a well-equipped, properly-staffed guidance office must keep alert if graduates are to feel that the courses

they took were most suitable to them.

Table XVI demonstrates that the boys were more satisfied with their courses than were the girls (83.9 to 77.6 per cent), and that three girls were still so unsettled in the matter that they would not venture an answer.

Subjects rated as of most post-graduate value.--When the graduates were asked to list the subjects of most value, they were not limited to any number of selections. Some put down six, some only one, and two could think of none. As has been found in other studies (e. g. that of Milton High School graduates[1/]), English has always been rated as of most importance, with mathematics usually second, but the latter was relegated to third place by the number choosing typing (see Table XVII below).

TABLE XVII

SUBJECTS RATED AS OF MOST VALUE

Subject	Number of Responses
English	83
Typing	51
Mathematics	34
Bookkeeping	24
Problems of American Democracy	24

1/ Op. cit. p. 39.

TABLE XVII (concluded)

Subject	Number of Responses
General Science	19
History	17
Shorthand	16
Home Economics	13
Chemistry	11
Algebra	10
French	9
Physics	8
Biology	8
Latin	6
"Languages"	6
Geometry	6
Music	5
Commercial Law	4
Art	4
Gym	3
Junior Business Training	3
"Social Studies"	2
Shop	2
Mechanical Drawing	2
Health	1
Total	371

Ordinarily typing and shorthand rate close together in importance, but Table XVIII explains why it is not so here. If the various branches of the sciences were grouped, the total of four responses would put science in third place and all languages together would put them in seventh place, but because distinctions were made by

the respondents the listing was kept accordingly. The totaling of typing, bookkeeping, and shorthand far outnumbers any college or general course combination and gives further proof that the commercial course offers a background in skills most directly helpful in earning a living. It must be remembered, however, that students can't evaluate subjects they haven't taken. More girls took the commercial curriculum than the other two. Nevertheless, a much larger percentage of commercial students found their subjects "of most value".

The subject rating highest with no direct vocational use is Problems of American Democracy, followed by another one of the social studies, history (one response indicating world history, two U. S. history, and fourteen just "history"--all grouped under the latter, single-word heading). History is still a violently controversial subject: it is rated in the top third of the subjects of most value (see Table XVII above) yet is number one in the students' "Subjects of Least Value" (see Table XVIII). Also, it seems unusual that geometry should get six responses as being a "most valuable" subject, to the two for shop. It must be kept in mind, though, that value must be seen in terms of pupil objectives and plans.

Subjects rated as of least post-graduate value.--When the graduates were asked to list the subjects they considered of most value, there were 371 responses, or more than three subjects listed by each respondent, on the average. In answering the question concerning subjects rated as of least value there was a total of only 155 responses, or approximately one subject listed per respondent.

TABLE XVIII

SUBJECTS RATED AS OF LEAST VALUE

Subject	No. of Times Selected
History	24
French	19
Shorthand (only one year offered)	12
Science	11
Latin	11
Problems of American Democracy	7
Mathematics	7
Home Economics	6
Art	6
Geometry	6
Languages	6
Biology	5
Bookkeeping	5
Gym	5
Algebra	5
Music	5

TABLE XVIII (concluded)

Subject	No. of Times Selected
Chemistry	4
English I	3
English Literature	2
Physics	2
Commercial Law	2
Shop	1
Health	1
Total	155

It appears that subjects of little use since graduation have been somewhat forgotten and, naturally, that subjects often used in a vocation (or avocation) have been recollected more easily and more definitely. Too, it seems that the graduates felt a satisfaction with their "subject-experience" in high school: Tables XVII and XVIII indicate more of an attitude of appreciation than of general complaint.

Of the twelve subjects ranking highest on the "least value" list, only shorthand is a strictly utilitarian, vocational subject. Shorthand would be near the bottom of the list if it had been a two-year subject instead of the single-year subject as offered (see Table XVIII). The respondents also complained that bookkeeping was of

very limited value, for the same reason as of shorthand.

As so few graduates ever have occasion to use their foreign language training it is not surprising that languages would be high on the list. But it does seem deplorable that so many students have seen little value in history, an elemental grasp of which, at least, is needed to make a "just" and "orderly" world (proportionately, however, history would not rank number one in the list. All respondents had taken history whereas French and Latin were elected by a minority. On a proportionate basis, French and Latin would rank first and second, or vice versa). The author regrets he was not able to determine in this study the principal reason for history's being found the subject of least value. Was it because the study of human events (causes of war, great achievements, et al) seems a waste of time, or that the teaching was so inadequate that the courses were of little value? Also, it is to be regretted that "science" was as high as fourth in the list of subjects of least value; at least eleven graduates acquired no appreciation of the physical laws that govern our known world, and what we gain by learning more about them.

Activities rated most valuable.-- First the Academy and then the high school gave our graduates a well-rounded program of activities, as shown by the table below.

TABLE XIX

ACTIVITIES RATED MOST VALUABLE

Activity	No. of Times Mentioned
School Newspaper	11
Gym	11
Sports	10
Glee Club	7
Dramatics	7
"Music"	7
Student Council	4
Yearbook	4
Art Club	4
Operetta	3
International Affairs Group	1
First Aid	1
Horsemanship	1
Dancing	1
Orchestra	1
Language Club	1
Debating	1
Carpe Diem (seniors' club)	1
Reporters' Club	1
Announcing	1
Total	178

Some of these activities are mentioned somewhat ambiguously (such as "music" being listed by seven respondents with no further indication as to whether "glee club", "operetta" or "orchestra" was meant). Also, some graduates listed various school experiences under "activities" (perhaps the questionnaire should have invited ratings on

"experiences" within, and outside of, organized activities?). There was never any definite activity known as "announcing" (though one respondent evidently felt his experience as one of the pupil "announcers" has been of real value to him). Again, confusion is created by the eleven respondents indicating "gym" because gym (or physical education) is a school subject required of all pupils and the respondents could have meant the gym team or any one of several rather informal gymnasium activities.

One hundred sixteen graduates furnished but seventy eight responses when asked which activities they considered most valuable. It is safe to say that 90 per cent of the respondents took part in an average of an activity a year and yet practically no post-graduate benefit is noticeable to most of our alumni. The one exception seems to be the school newspaper: in the five classes studied there was a smaller total of newspaper staff members than, for example, the total of members of gym and sports teams, yet the newspaper is mentioned more times than any other activity.

Table XIX (above) shows no particular significance in the dispersal of the high school's activities. There seems to be no predominance of any type, whether it be

primarily mental (e. g. language clubs), social (e. g. dramatics), or physical (e. g. sports). Principally, the table shows that the graduates feel the school activities have a temporary rather than a permanent (post-graduate, vocational-avocational) benefit.

Activities rated as least valuable.-- The respondents listed so few activities as being of "least value" that it is safe to say that as a group they seem more satisfied than dissatisfied with their experiences in the extra-curricular features of school life. On the other hand, they weren't definitely enthusiastic about the benefits they received from participating in the school's activities.

TABLE XX

ACTIVITIES RATED LEAST VALUABLE

Activity	No. of Times Mentioned
Music Clubs	4
Gym	2
Athletic Association	1
Art Club	1
Camera Club	1
Dramatic Club	1
School Paper	1
Total	11

Perhaps they now realize that activities cannot be condemned in general because 1) they weren't compulsory, 2) they gave the gregarious instinct in youth a chance for expression, and 3) they served as desirable forms of social experience. And social experience, according to John Dewey[1/], is the single most important aspect of education.

Suggested subject improvements.-- Over one-half (49 of 87) of the suggestions for improving subjects offered by East Greenwich High School were concerned with the commercial curriculum and this majority claimed that a quantitative rather than a qualitative improvement was necessary. One year of shorthand (rated third in Table XVIII, which listed subjects of least value), one of bookkeeping, and two years of typing seem insufficient to many of the girl respondents who took the commercial course. They favored another year's training in each of these three subjects (see Table XXI below).

1/ John Dewey, The School and Society, University of Chicago Press, Chicago, 1915, p. 44.

TABLE XXI

SUGGESTED SUBJECT IMPROVEMENTS

Suggested Improvement	Number of Respondents
More than one year of shorthand	19
More than two years of typing	17
More than one year of bookkeeping	12
More drilling in English grammar	8
More practical English	8
Stress conversation in foreign languages	6
Better taught history	3
More emphasis on U. S. History	3
More intensive, less extensive history courses	3
More emphasis to music appreciation	2
More music theory	1
More drilling on "number" keys in typing	1
More emphasis on written French	1
More literature in English courses	1
More laboratory work in chemistry	1
More allowance for originality in subjects	1
Total	87

Sixteen respondents felt that English should be improved and suggested more drill in grammar and its practical aspects ("to furnish better foundations for speaking and writing"). Only a few respondents explained what they meant by the "practical" aspects of English but there seems to be a feeling that more practice in letter writing (business and social), for example, would be of

value for later in life. It would be of value to the English department in any school to conduct periodic surveys to learn more about the strengths and weaknesses of their programs. Because English is the most important subject taken in school (for the vast majority of secondary-school pupils, at least), it is the subject whose objectives need to be clearest and whose efficacy must be constantly watched and strengthened.[1/] Billett constructed a "self-survey" questionnaire exploring 27 aspects of an English program, in which the "practical" aspects of the subject are fully accounted for along with the cultural. Perhaps this "self-survey" includes the ingredients the respondents had in mind but did not specifically mention? In foreign languages, too, the practical aspect seems to need more emphasis; six respondents said that conversational French or Spanish would be of more help than concentration in reading and writing. One respondent gave the explanation, "There is more of a chance that I'll travel in countries speaking French or Spanish and will need to have some oral fluency, than there is that I'll have work or carry on a correspondence

1/ Roy O. Billett, Fundamentals of Secondary School Teaching, Houghton Mifflin Company, Boston, 1940, p. 213.

where I'd need a reading and writing background in those languages."

History should be better taught, state three respondents. It is noteworthy that this subject alone is listed as being poorly taught. Even though only three mention it, Table XVIII lists it as number one on the list of "subjects of least value" (which is no doubt in part because it has been an improperly taught field). This is not a criticism of the teaching effectiveness of the social studies faculty but points up two important facts. The first is that, contrary to the prevailing consensus, history is a difficult subject to teach well. Too many people, including many school administrators, err in thinking that any teacher can "put across" the material in the field of history in a vital way. The second point that needs be made is that too many people are teaching social studies, history in particular, who were not trained to do so. A study[1] was made to determine the extent to which teachers had been trained in the subject matter which they taught. Teachers of social studies were highest in the list of all of those who had been trained in some other field than the one in which they eventually became

1/ Clifford P. Archer, "Status of Teaching Personnel", The Minnesota Council for the Social Studies Bulletin (May 1947), University of Minnesota, p. 6.

teachers. It seems to be almost standard educational practice in many systems to divide up the history subjects among the athletic coach, English teachers, and others who otherwise wouldn't have a "full" teaching load!

Three respondents suggested more American history (required of all juniors), and there were comments that history should be made more intensive and less extensive ("more United States and modern European history, and less, or not any, ancient and world history"). No respondent indicated a need or desire for exploration into Russian, Canadian, or South American history.

One respondent made the intelligent comment that "originality" should be given greater emphasis in subject matter (an opinion also expressed by many contemporary philosopher-educators who feel that most teaching methods stifle our more original, creative, and intelligent youth).

Quality of East Greenwich High School training compared with that of other schools.-- Very few graduates possess sufficient criteria to judge the value of their high school training as compared with that offered by other high schools. Nevertheless, the author felt it would be important to learn the amount of approval-disapproval for the "new" school's program. School administrators should

know the mental disposition of the public (of which the graduates constitute a vital part). When asked, "Do you consider yourself as well prepared by East Greenwich High School for success in work and life as graduates of other high schools?" 71.0 per cent of the boys and 52.9 per cent of the girls said yes.

TABLE XXII

RESPONDENTS' EVALUATION OF EAST GREENWICH HIGH SCHOOL TRAINING COMPARED WITH THAT OF OTHER HIGH SCHOOLS

	No. of Boys	% of Boys	No. of Girls	% of Girls	Total No.	Total %
Compares Favorably	22	71.0	45	52.9	67	57.8
Seems Inferior	8	25.8	34	40.0	42	36.2
No Response	1	3.2	6	7.1	7	6.0
Total	31		85		116	

The respondents for the years 1946 and 1947 registered more approval than did the earlier three classes. As there were insignificant curricula changes between the years 1945-46 the author contends that the increase in approval of training received in the latter two years (1946-47) was because of a decreasing faculty turnover and better liked administrative policies.

The alumnae showed less satisfaction with their

East Greenwich High School background than did the alumni (53 per cent to 71 per cent), with Tables XXI and XXIV explaining the reason. The girls who took the commercial course (and a majority of the girls did so) felt their training was not as complete as it should be. They discovered that other high schools offered greater subject depth (two years of shorthand, rather than one, e. g.), which gave other schools' graduates an advantage in getting satisfactory employment. Seven respondents did not answer the question, which may show indecision or, more probably, unwillingness to state definite disapproval of the high school offering (for political reasons or simple embarrassment).

Table XXII shows that a slight majority of the graduates feel their experience at East Greenwich High School was as good as that obtained by graduates of other schools. It represents a margin of approval over disapproval so slight that it is obvious there was need for an analysis to learn of ways to improve the school program.

Reasons for inadequacy of East Greenwich High School training.-- One of the key objectives of this study was to learn what were the main reasons why graduates did not get all possible benefit from their high school

experience. After the question, "If you feel you did not get from your high school training what you should have, what were the reasons?" were listed five possible reasons, any one of which could be answered by a checkmark, and "other" (see Appendix A). The response was undoubtedly greater than would have been obtained if the question had been asked without making suggestions and offering an easy method of recording reasons. This question (number 11) did not follow number eight in the questionnaire, although it should have if a logical order in presentation were the principal consideration. The author was afraid that if it had been put as question nine, there would have been a tendency on the part of the respondent to be hypercritical in answering the preceding one (see Appendix A).

There were no restrictions on the number of responses for this question; some graduates gave none and others several, each. In all, there were 145 responses.

TABLE XXIII

REASONS FOR INADEQUACY OF EAST GREENWICH HIGH SCHOOL TRAINING

Reasons Given	Boys	Girls	Total
Poor equipment and facilities	8	28	36
Did not know good study habits	11	24	35
Inadequate teaching	8	15	23
Did not make the effort	10	11	21
Poor variety of subjects offered	2	16	18
Other	5	7	12
Total	44	101	145

"Poor equipment and facilities" was most often mentioned. Thirty six respondents evidently recalled that their main building was very old (erected in 1853), was poorly lighted, and obviously not built on the scientific lines newer schools invariably are. Too, the size of the town (and school budget) did not allow for all equipment and facilities necessary for a good school plant. Definitely inadequate shower, locker, and "shop" facilities were but a few of the problems with which students had to contend.

The second most numerous response was that good study habits had never been taught and so students did not study effectively. Perhaps teachers expect pupils to pick up proper study habits on their own and so just don't

take up class time for such an "unimportant" topic? Perhaps, too, many teachers themselves have never known effective study habits? It is necessary, then, that there be an understanding among the teachers that at least one (perhaps only one) teacher regularly be assigned the job of teaching good study habits as part of a unit on "Getting the most out of high school". The teacher of Civics or English I would be an appropriate choice because of the type of topic. Also, each of these two teachers has all freshmen and could give treatment of the subject in early September, annually.

The third most numerous response (23 in toto) registered dissatisfaction with the teaching the school offered. Several references were made to the frequent turnover of certain positions within the faculty (and the ensuing confusion). One respondent suggested, "The teachers should be a lot older than students and things would run a lot smoother." For the most part, however, no comments were made by respondents to indicate why they felt their instruction had been inadequate.

Twenty one respondents (a larger percentage of boys than girls) felt they, themselves, were to blame for not getting more out of their high school training. These

"penitents" now admit they just did not make the effort (with the implication they now wish they had!).

Only 18 (16 of whom were girls) of the 116 respondents checked "poor variety of subjects offered" as a reason for not being able to get from their high school careers what they expected to get. Table XXI showed that in the commercial course the "depth" of the subject matter came in for censure (e. g. one year of shorthand was inadequate). Table XXIII indicates but one-third as many respondents felt the curricula were inadequate quantitatively as qualitatively. A large majority of the respondents, then, assumed their school offered a sufficient variety of subjects.

Only twelve respondents gave reasons other than the specific five answerable by a checkmark. Half of these were already given in previous tables (such as "not enough commercial course training"). Two complained that some subjects were too "weak" for college preparation (heterogeneous grouping is characteristic of the majority of classes). Another said that the practice of some teachers to give "more homework than seemed sensible or necessary" caused him to lose interest in those subjects and in school. A girl respondent said that all college students should be able to take at least Typing I. A

typing ability would have enabled her to do her college work "easier, quicker, and for higher grades."

Suggested Additions to Present Educational Program of the High School and Town of East Greenwich

Subjects East Greenwich High School should add to curricula.-- When the graduates were asked to list subjects that should be added to the school's curricula they indicated the greatest need was for more commercial subjects.

TABLE XXIV

SUBJECTS EAST GREENWICH HIGH SCHOOL SHOULD ADD TO CURRICULA

Suggestions	No. of Times Mentioned
Shorthand II *	21
Business Machines #	20
Bookkeeping II	10
Sex Hygiene	8
Public Speaking *	8
Psychology	6
Office Routine #	5
Shop (advanced wood and machine shop) *	5
Typing III	4
German	4
Filing #	4
Driving *	2

TABLE XXIV (concluded)

Suggestions	No. of Times Mentioned
Economics	2
Personality	2
Personal and Vocational Guidance	2
Radio	1
Music Appreciation	1
Girls' Manual Training	1
Business English	1
Government #	1
Debating	1
Writing	1
Greek	1
Total	111

* these subjects offered in 1948-49

these are stressed as important sub-divisions of subjects now given

The numerous complaints in re the commercial curriculum were but confirmation of the administration's attitude toward it. Before this survey was made, various graduates of the commercial department had returned to the high school with an oft-repeated complaint. They claimed that it was necessary to take a business course at some other school to complete the training only begun at East Greenwich High School. The latter offered only one year of bookkeeping, one of shorthand, two of typing, one-

half year each of commercial law and commercial geography, and one year of junior business training. As there was only one high school commercial teacher it had been impossible to offer more than these beginning courses. The administration has now divided the teaching assignments so that the high school's commercial department provides for the first two suggestions in Table XXIV. Commercial law and commercial geography have been dropped and shorthand II and secretarial practice (including experience with several basic business machines[1/]) have been added. Bookkeeping II is not yet available but perhaps this doesn't leave too great a weakness in the commercial curriculum. Table XVII lists the present bookkeeping course, Bookkeeping I, as high as fourth in the subjects of most value.

Public speaking, office routine (now called "secretarial practice," and including filing and training in fundamentals of office procedure), advanced wood (shop), machine shop, and driving (the school has a new, dual-control sedan) were suggested as subjects to improve the

1/ In a recent survey of commercial-course graduates by William H. Sands ("A Follow-up Study of the Commercial Graduates of a Selected Community," master's service paper, 1947, Boston University), the three most commonly-used business machines were found to be (in decreasing order), the adding machine, the mimeograph, and the calculator.

school's educational program. These subjects, in addition to the other new ones mentioned previously, are part of the 1948-49 East Greenwich High School curricula. Of the total of 111 responses regarding "subjects East Greenwich High School should add to its curricula," then, 65 (58.6 per cent of the total) are now available to students at the high school. These subjects were provided for, mainly, by an expansion of the curricula, not by a large-scale reduction of subjects previously offered.

The high school has no hygiene course but the respondents suggesting sex hygiene were probably aware that this subject could be (as proved in Oregon and elsewhere[1/]) the most valuable factor in the improvement and the increase of necessary sex knowledge. The consensus is growing that if the school doesn't help in this matter there will be increasing danger to young people. Films and pulp magazines have stimulated emotional pressures and it is folly to let our youths learn sex facts from distorted, unhealthy sources.

Elements of psychology (in a simplified way) have been introduced as part of the "mental health" unit in Civics (taught by the author). The six respondents listing

1/ Martha Hickey, "Sex Education-San Diego Pioneers," Ladies Home Journal (April 1948) 65:23.

"psychology" perhaps meant "mental health," anyway, as the latter is more appropriate on the secondary school level than is a formal course in psychology.

Four respondents suggested "German" as a worthwhile addition to the school's language department but there isn't faculty time available for another language. The three years of each of the languages now offered (Latin, French, and Spanish) seem adequate.

Of the remaining suggestions, "personality," "guidance," "music appreciation," "government," "debating," and "writing" are taken care of, in part, anyway. If any one of these were made an additional full-time subject, a subject now offered necessarily would be dropped. The school administration has felt that this would not be a favorable change.

Types of help (other than subject matter) East Greenwich High School should give.-- The large majority of the respondents suggested no additional ways for the high school to help its students (not including subject matter). The most numerous response was that job training experience of some kind should be provided.

TABLE XXV

TYPES OF HELP (NOT SUBJECT MATTER) EAST GREENWICH HIGH SCHOOL SHOULD GIVE ITS PUPILS

Suggestion	No. of Times Mentioned
Job training experience	11
More individual attention	7
More outside contacts for school	3
Greater social life	2
Placement bureau	1
College Board exam counseling	1
Good speakers, movies, for vocational guidance	1
Improved physical education program	1
Total	27

Many high schools (characterized by having especially active guidance, shop, and commercial departments) have already incorporated work-experience programs. The work-experience plan acts as an incentive for pupil achievement and serves as a measuring device for the type of product the high school is turning out. Other benefits (direct and indirect) could be mentioned, such as making an easier transition for the pupil between school and the job, and giving the senior a chance to add to his income in his most expensive school year. Again, it is sensible and good public relations procedure on the part of the

school to encourage employers to help the school in its job of educating and training youth. The eleven respondents are undoubtedly aware of the excellent opportunity East Greenwich High School has to put this plan into action. The school is small enough to give individual attention to each senior and the local job market has ample and diverse openings. The plan poses its problems, too: a slump or depression can cripple it, and the high school's rotating schedule makes it difficult to synchronize a work plan with the high school curricula.

Seven respondents claim that more attention should be given to each pupil. This type of response serves to remind all who are part of the educational hierarchy (from school board chairman to the most inexperienced teacher) that we must teach pupils, rather than subjects. The smaller schools (like East Greenwich High School) have an excellent opportunity to give adequate individual attention to all pupils.

Three graduates suggest that the school offer "more outside contacts." The author received no explanation as to what "outside contacts" meant. Perhaps the alumni feel the school does not employ enough speakers and audio-visual aids to sustain an interest in and make vital the

school program? It would be a satisfaction to those who feel this way to know that in 1947-48 a very active assembly program was inaugurated. Each year the students will have speakers representing vocations, entertainment, current affairs, and the like.

Two respondents claimed a greater social life should be offered by the school. However, in 1947-48 the Y.M. C.A. was unsuccessful in trying to organize a teen-age canteen for East Greenwich youths, despite able leadership and better-than-average facilities. The implication is that the school's social life may be adequate, quantitatively, but it does not provide for the non-dancers, and the non-athletes, e. g.. Rather than more socials, better social guidance seems needed?

One respondent suggests that the high school guidance department set up a placement bureau. At present there is no placement bureau but there exists in the guidance department a placement service (generally run in conjunction with the commercial department). However, an annual study should be made to determine job openings and the extent of help a placement service would be to employers and pupils.

One request was for counseling in preparation for

the College Entrance Examination Board's examinations. These examinations are much more formidable and more fatiguing than any yet taken by the pupils. It would be a sound practice for all pupils to meet first with the guidance counselor for an introductory talk and then with the mathematics, English, and other pertinent subject teachers to analyze examples in past examinations and to study the level of difficulty that is typical.

There was also one request for "good speakers and movies on vocational subjects" (which is being met now, as mentioned previously) and one respondent asked for an improved physical education program. The latter could be improved by 1) adding a hygiene course and 2) giving the instructor more time to do remedial work (e. g. posture-correction).

Consensus as to value of work experience for students while in high school.-- A decided majority (75.9 per cent) of our respondents feel that they would have profited from some type of a work-experience plan if it had been offered as part of their high school program. More alumnae than alumni (78.8 per cent to 67.7 per cent) indicated that they saw a value in such a plan. Only 18.1 per cent of the respondents declared themselves

definitely against it (some may have thought participation would be compulsory).

TABLE XXVI

RESPONDENTS' ATTITUDE TOWARD WORK-EXPERIENCE AS POSSIBLE PART OF SCHOOL PROGRAM

	No. of Boys	% of Boys	No. of Girls	% of Girls	Total No.	Total %
Worth incorporating	21	67.7	67	78.8	88	75.9
Not worth "	8	25.8	13	15.3	21	18.1
No response	2	6.5	5	5.9	7	6.0
Total respondents	31		85		116	

Most of the respondents probably knew little about the details of typical work-experience plans. However, they undoubtedly had heard enough about other schools' programs to realize their aims and opportunities. All such programs are set up on the basis of combining the instruction and theory of the school with the practical experience of working in a real vocation, accepting adult responsibilities.

As the author mentioned before, two factors make the work-experience plan fairly easy to put into execution in East Greenwich. First, the town's job market is

diverse and offers satisfactory employment. Second, the senior class is always small enough to allow for selective placement and more accurate supervision than is possible in larger schools. The author feels that the town's employers would be favorable to such a plan and would co-operate if at all possible to do so. The local labor leaders, too, should be agreeable unless serious unemployment existed among adult workers. From the educational point of view, it should not be overlooked that the work-experience plan serves as healthy motivation. Participation usually is limited to those who have shown demonstrably worthwhile subject achievement and/or general maturity and good school citizenship. The pupils would have a strong incentive to put more effort and thought into their school careers.

Respondents' attitude toward value of post-graduate educational and vocational help.-- The author felt that the data to be collected in this survey would be of only limited significance unless he could learn what the graduate felt about his or her present status (vocational, educational or social). Therefore, the question was asked, "Would it be worthwhile to have a place in East Greenwich where out-of-school youth could get competent

help on vocational, educational, and personal problems?" A big majority (87.9 per cent), of the graduates evince a need, or desire, for post-graduate guidance of one kind or another.

TABLE XXVII

ATTITUDE OF RESPONDENTS TOWARD DESIRABILITY OF POST-GRADUATE EDUCATIONAL-VOCATIONAL-PERSONAL HELP

	No. of Boys	% of Boys	No. of Girls	% of Girls	Total No.	Total %
Help worthwhile	25	80.6	77	90.6	102	87.9
Help unnecessary	4	12.9	3	3.5	7	6.03
No response	2	6.5	5	5.9	7	6.03
Total	31		85		116	

However, as manifest as is their desire for some type of counseling service, as indeterminate is the type of help they especially need! The author should have included a question asking the respondents to indicate which problem (-s) (educational, vocational, or social-personal) they felt could best be solved by a counseling organ. It was hoped that this could be determined by studying the general comments written on the reverse side of the last page in the questionnaire (per suggestion at the

page bottom). Not one comment given was concerned with post-graduate guidance, however, and only a simple induction can be attempted. Table XV showed that a majority of the employed respondents feel little need for vocational help and so the implication is that there is need for personal-social and educational counseling, particularly.

The Post-graduate Educational History of Respondents

Number of respondents attending other schools after graduation.-- Of the 116 respondents, 57 (or 49.1 per cent) indicated they had taken some type of educational training after graduation. This figure embraces all part-time, as well as full-time students, and those who took only one or two courses as well as those who graduated from the schools where post high school work was taken (but does not include trainees of schools in the armed services).

Fifteen of the thirty one boy respondents (48.4 per cent) and 42 of the 85 girl respondents (49.4 per cent), 57 in all, studied in 69 schools and colleges after graduating from East Greenwich High School. Some students took courses at both commercial schools and colleges but

most studied at but one, each. It is important to note that the 69 schools representing the 57 respondents' post-graduate study are of a type requiring for admission at least average and, in most cases, definitely above average ability. East Greenwich High School, then, finds it has a real challenge. Half of its graduates will attempt further study and whether they can handle successfully this additional work depends mainly upon the background received in high school. A mastery of English, in particular, and a good foundation in the physical and social sciences, is necessarily vital.

Other schools attended.-- Fifty seven respondents listed sixty nine schools as sources of post high school education (including three boys who were in civilian colleges as part of their wartime service). Rhode Island State College is but 18 miles away from East Greenwich. This proximity, with the State College's comparatively inexpensive annual cost, make it the most popular and most natural choice for most East Greenwich High School graduates having college plans.

TABLE XXVIII

SCHOOLS AND COLLEGES ATTENDED BY GRADUATES OF EAST GREENWICH HIGH SCHOOL

Name of School	Number Attended
Rhode Island State College (RI)	18
Rhode Island School of Design (RI)	6
Bryant College (RI)	5
Hospital Schools of Nursing (RI and Mass)	5
Rhode Island College of Education (RI)	4
Edgewood Secretarial School * (RI)	3
Johnson and Wales Business School (RI)	3
Boston University (Mass)	2
Clark University (Mass)	2
Providence YMCA Institute (RI)	2
Rhode Island Conservatory of Music (RI)	2
Yale (V-12) (Conn)	2
Bennington College (Vt)	1
Bryant and Stratton (Mass)	1
Colby College (Maine)	1
College of New Rochelle (NY)	1
Feener Business School (RI)	1
Iowa State University (Iowa)	1
Katherine Gibbs (RI)	1
National Airline Stewardess School (NY)	1
Norwich University (Vt)	1
Ottawa University (Kansas)	1
Rhode Island School of Pharmacy (RI)	1
Simmons College (Mass)	1
Suffolk University Law School (Mass)	1
University of Southern California (Cal)	1
Wesleyan College (V-12) (Conn)	1
Total	69

* now Edgewood Junior College

Also, many students feel that State College is a desirable choice because it is principally for high school graduates of Rhode Island. It maintains excellent relations with the high schools of the state, and (unlike most other colleges) makes a determined effort to accept all the high school students it can. Some of the latter are "marginal ability" students, or students generally turned down by many of the more famous private colleges in the area. It should be noted, too, that several of these 18 respondents who have studied at State College did not even take a regular college preparatory course in high school. Two students in the School of Agriculture, for example, picked a general curriculum in high school with no languages or advanced math in it. State College, then, is, and will continue to be, the alma mater of most of the graduates who take further education.

Thirty four of the sixty nine responses listed by the graduates show that approximately half of the post-graduate study was in the traditional type of college, and that the other half (or 35) of the 69 responses recorded a background in schools for specialized study. Fourteen of these were business schools, which seems a small figure upon recalling that so many of our girl re-

spondents felt their high school commercial course did not give enough depth in shorthand, bookkeeping, and related subjects to prepare them for better types of office jobs. Obviously, then, many girls did not take the post-graduate courses that would have completed their commercial subjects background. Principal reasons might be tuition expense, inconvenient commuting distance to schools in Providence, the dislike for spending more time in school (especially if there were marital plans), and the realization that satisfactory jobs of one kind or another were available even without further training.

Seventeen of the responses (24.6 per cent) named out-of-state schools. The remaining 52 schools are located in R. I. within a 20 mile radius of East Greenwich. All in all, the graduates of East Greenwich High School seem to be adequately informed as to further educational opportunities. What is more important, they have demonstrated the desire and self-confidence to take advantage of additional education.

Summary

A sizable majority (79.3 per cent) of our respondents felt they had taken the right courses in high school. A joint responsibility exists for the home and the school

to co-operate more effectively, to reduce the dissatisfied 20 per cent.

English is again found to be the most important subject that can be taken. The attendant need is for all teachers to stress the essentials of English along with their differing subject material. The respondents showed a soundness and maturity of judgment by rating as of high value both cultural (Problems of American Democracy, e. g.) and practical (typing, e. g.) subjects. It is somewhat encouraging, also, to note that the respondents listed less than one half as many "subjects of least value" as "subjects of most value." Probably shorthand would not have been listed as a subject of little value if it were offered as a two year subject. Because so few graduates ever use a foreign-language training in either a vocational or avocational way, it is not surprising to see French listed second and Latin fifth in the rank order of subjects of least value. However, it is a threatening social problem to find that history is the subject the greatest percentage of our pupils consider as of little value. Obviously, at this critical time in international relations we need more history courses than before, and we need more from each course than ever before.

The only school activity that gets a high proportion of support as being of definite value is the experience offered by working for the school newspaper. The other activities get but meager approval as having contributed something of real and permanent value to our youth. However, it is not right to assume that extra-curricular activities should be abolished, therefore. They are valuable as better types of democratic social experience and have other advantages even though seemingly temporary.

Graduates of East Greenwich High School, like others elsewhere, have formed opinions as to which subjects should be available in a school's curricula. The respondents have made it clear that the commercial course, in particular, should be enlarged. The biggest needs, as listed by respondents, are to offer a second year of both shorthand and bookkeeping and training in the use of representative business machines. The other two numerous requests were not for the commercial curriculum but for the availability of the subjects "sex hygiene" and "public speaking" for any student desiring them.

When the respondents were given the opportunity to suggest subject improvements they devoted over half of their responses to "improving" subjects in the commercial

curriculum. Again, an additional year of shorthand, bookkeeping, and typing were mentioned. When qualitative, rather than quantitative, improvements were suggested, English was the subject most frequently listed, with the implication that it should be concerned with the more "practical" exercises in English useage. It was claimed, too, that foreign languages would be more worth the studying if the "practical" (i. e. conversational) side were stressed rather than the cultural (or writing-translating) aspect.

Over three-fourths of the respondents evince an interest in having some type of work-experience plan for high school students. It is not possible from this study to state what particular advantages offered by such a program would be of most value to the participating students. The question seems to be, "Does the work experience program find so much student support because it is a valuable educational-vocational experience or because it gives students an opportunity to earn money and/or get out of their classes?"

More than one-half of the respondents feel they received as good a preparation for life from East Greenwich High School as other schools' graduates get but the percentage is small enough to indicate that the high school

should consider certain changes. The reiteration of certain suggestions for improvement (e. g. the addition of another year of shorthand) plus the numerical support for these suggestions makes it clear that the graduates would give much more enthusiastic support to the job the school is doing if a particular few changes were made.

As part of the problem of improving the value of an East Greenwich High School education, the respondents pointed out reasons why their training was inadequate. Their number one criticism was directed at the poor equipment and facilities of the old high school. A close second was to the effect that they had never known good study habits and so did not make proper achievement. The quality of the teaching received came in for censure, next. Two reasons for inadequate teaching mentioned under "comments" were the youth of the teachers and the too frequent turn-over of the staff.

Approximately half of East Greenwich High School graduates take further study of varying types. Three-fourths of these students attend schools within a twenty mile radius of East Greenwich, with the largest group matriculating at Rhode Island State College. Slightly over one-half of all respondents listing further study

received their education from standard colleges, some of which were in California, New York and Massachusetts. The experiences of these young people have contributed especially in the task of evaluating East Greenwich High School training as compared with that of other schools.

The respondents made clear their desire for a local counseling service not at present available to them. One of the first steps to meet this need would be to decide which of the three types of guidance (educational, vocational, social) warrants most attention. Another preliminary step would be to determine if the services of qualified personnel (in the ministry, business, labor, and the social services) are available? The fact that 87.9 per cent of the respondents think it worthwhile for East Greenwich to have a counseling center makes further study of the matter a necessity.

CHAPTER V

GENERAL COMMENTS OF RESPONDENTS

Nature of comments.-- The graduates were invited to use the backs of the questionnaire for any remarks they cared to make. The author hoped that the respondents would enlarge upon previous answers or give expression to any ideas not provided for within the questionnaire. However, a majority of the respondents volunteered no further information. Too, for the most part, the comments made were very brief. A few emphasized certain previous answers (i. e. the need for a more comprehensive commercial course). The only other comment offered by more than one respondent was concerned with the vocational versus the cultural responsibilities of the school. Three respondents believed in the need for a strengthened liberal arts program, with one of them stating, "Even if a person does not plan to enter college, the perspective gained from liberal courses is just as valuable as the knowledge gained from more 'practical' subjects." Only one comment expressed the opposite point of view, it is interesting to note: an alumna wrote, "Everyone but the student preparing for college is left on the end of a limb....we need more vocational training!"

Representative comments of respondents.-- Educators cannot but expect the public to be concerned, at least subjectively (and often vehemently), in the educational system which they support. The comments received by the author reveal that the public, generally inarticulate, has its "mouthpieces" eager to offer "remedies" for any educational ill. Not all of the solutions are unfounded or superficial, it should be recognized: a few are radical enough to get at the roots of certain educational problems. One alumnus said, "Each subject could be related more closely to the others with little effort." Another respondent felt that one reason for her inability to do better in high school was "....because of the war years when I had too many substitute [temporary] teachers. Besides, it's hard for small schools like ours to keep their teachers, wars or no wars." One alumna feels the problem is so critical she thinks that, "The American school system should be reorganized" (that one-sentence sentiment was her only comment).

The high school teaching came in for a small share of the comments. A respondent claimed that, "Too much time was wasted on memorizing poetry. We didn't seem to get around to anything except poetry and literature."

One respondent who had previously stated that subject-improvement was possible if more originality were "allowed" and encouraged, enlarged upon this opinion. He summarized, "I think our teachers should ask for more individual work and for less 'mass production.'"

A critic of the commercial curriculum, now a payroll clerk, said, "The work I do does not include any learning which I obtained from subjects studied in high school." Because the "mechanics" of her job were learned on the job itself, she held the opinion that high school had in no way helped to qualify her to carry on a vocational responsibility.

Two respondents, both now college students, suggested that the alumni be organized to help the school administrators in any way the latter desired. One of the respondents claimed that there should be "a small committee of representative graduates" selected to serve as an "advisory agency for the school administration."

CHAPTER VI

GENERAL SUMMARY AND RECOMMENDATIONS

Summary of Significant Findings

General data of significance.-- The large majority of the graduates of East Greenwich High School (this is especially true for the boys) are not making any determined effort to settle in any other locality. In keeping with the trend in the rest of the country, the more educated young men (who include high school graduates) are delaying marriage for a considerable time after graduation.

Over one-half of the boy respondents have had training in the armed services and each of these entered the service as his first step after graduation. A more serious attitude toward their educational and vocational futures was noticeable in the respondents who were veterans. The alumnae have concentrated their energy and ambition to a surprising degree (41 per cent of all girl respondents) by taking further study immediately after graduating. At present, 29 per cent of all the respondents are full-time students in a variety of schools and colleges.

Only 57 per cent of the girl respondents took jobs after completing their high school education. Consist-

ently, the commercial course has enrolled the most students at East Greenwich High School and, consequently, more alumnae hold clerical jobs than any other kind.

Vocational data of significance.-- The data collected in this survey show that satisfactory employment opportunities in this town constitutes one of the principal reasons for youths' lack of interest in settling elsewhere. Moreover, the vocational opportunities in such cities as Providence don't seem to be enough better than local jobs to compensate for the attendant commuting inconveniences and expense. The large majority of the graduates, therefore, have taken local jobs, only. The alumnae have considered office work the most desirable. As yet, few are in the professions because of the length of time necessary to prepare for professional work. Textile jobs make up one of the most numerous types of employment in this area, yet our graduates have shown very little interest in this work.

One-third of the respondents are working for employers whose reputations for economic stability are based, in part, upon their size, yet only one respondent listed "job security" as a reason for satisfaction with the present job. A majority of our employed respondents like their present jobs but a definite minority claim

their jobs are ones they hope to keep permanently. Most plan job changes either because they have other jobs in mind, or they find little chance for advancement in their present employment. As might be expected, the girl respondents are less critical about their employment as long as the work is pleasant.

Most of the respondents got their jobs somewhat casually but they have been fortunate enough to have harmonious relations with their employers. The alumni indicated little or no realization that the job market was going to be less and less an "employees" market. In measuring reasons for job satisfaction, more weight was given to "good pay" and "pleasant work" than to "chance for advancement" or "good experience". Too, a minority registered a desire for some type of competent help in planning their vocational futures.

No general indictment was registered that the high school had not attempted to provide vocational training. However, many who had taken the commercial course felt that if the curriculum had offered an additional year of shorthand and typing and included "secretarial practice" the students could have a sound vocational training. Relevant to this, the school came in for further criticism: less than a third of the employed respondents gave the

high school credit for giving effective vocational information and advice.

Educational data of significance.-- The educational experience at East Greenwich High School was satisfactory for most of the graduates. In particular, they felt they had made the right choices in selecting their courses and most of their criticisms were directed toward quantitative rather than qualitative weaknesses in the school program. The survey showed that the large majority of the criticisms were directed toward the commercial curriculum for not including a big enough variety of subjects. Of the criticisms of subjects not in the commercial curriculum, the two most important concerned the need for more thorough training in the fundamentals of English and the attitude that history courses were of little value as now constituted.

Extra-curricular activities, for our graduates in retrospect, seem to have had less value than might have been expected. The only "activity" that had a proportionately high rating was school newspaper work (combining social, educational, and disciplining experience all in one). Perhaps, the respondents made their appraisal of school activities on an educational basis primarily? If so, they overlooked the value of extra-curricular ac-

tivities as a necessary part of a high school's social program.

The respondents felt that they would have had a more complete background if they could have participated in some type of directed, work experience while still in school. A large majority, without knowing much of the technical details of such, registered approval of the "work-experience" plan.

Approximately one-half of the graduates have taken further study, full- or part-time, in schools and colleges of all types (for the most part within a 20 mile radius of their hometown). Despite the proximity of satisfactory schools and a better-than-average job market, a majority of the graduates indicate they would make use of an educational-vocational-personal counseling service, if it were available. This reflects the growing feeling on the part of youth that the most desirable future can be realized only if there is planning first, and that "planning" isn't a one-man job.

The inadequacy of the training received at East Greenwich High School, many graduates felt, could be attributed to the old and inadequate equipment they had to use. Almost as many did not know how to get the best possible results from what opportunities they did have

because of ignorance of good study habits. Still other respondents claimed that their education had been less than satisfactory because their teachers, or their own self-discipline, lacked necessary elements. After taking into account these and other criticisms and suggestions, however, one particular observation is warranted. The alumni have implied that their hesitant approval for Alma Mater could be changed into approbation if certain additions to and corrections in the curricula were made. The whole-hearted approval and support of the alumni, in turn, could give East Greenwich an exemplary high school system.

Recommendations

Curriculum recommendations.--

1. A study be made to determine what teachers can do to show more of the vocational implications of their subject matter.
2. A survey of graduates and representative employers to be conducted by the English Department to learn what aspects of English need more emphasis.
3. A study by the History Department of audio-visual aids and other means to make history a

more interesting and vital subject in order that its tremendous importance be recognized.

4. The commercial curriculum constituted to offer a minimum of two years of shorthand, typing, and bookkeeping, and provisions be made for adequate training in basic business machines, filing, and other fundamental aspects of ordinary office routine.

5. Inclusion within the ninth grade course in Civics (or English) of a unit on good study habits.

Extra-curricular recommendations.--

1. A separate "follow-up" study of the pupils who left East Greenwich High School before graduating be undertaken (excluding those who moved out of town or who enrolled at other secondary schools).

2. Inauguration of a systematic study of the graduates: annually, the classes one year, three years, and five years out of school would be asked to co-operate.

3. A more complete testing program in the guidance department to make possible a more accurate appraisal of each pupil.

4. A re-evaluation be made of the high school's activities and an attempt to make them a more significant part of our youth's experience.
5. A survey of the town's principal employers to learn what co-operation they would give the high school in creating and developing a placement service for seniors and graduates.
6. A study be made to determine the objectives of and need for an alumni association, with the following as areas and problems to be considered (based on responses found in the author's survey):
    a. the establishment of graduate counseling centers for vocational-educational-personal help
    b. the development of an active and worthwhile social program for graduates
    c. the creation of an alumni "advisory committee" with the aim of working in various capacities with and for the school administration.
7. An inquiry be made to learn what assistance the school administration could give in the formation

of an alumni association (with the possibility of offering the use of school buildings, secretarial help and the like).

APPENDIX

APPENDIX A

E. G. H. S. GRADUATE FOLLOW-UP QUESTIONNAIRE

Note: This questionnaire can be answered simply by checking items or giving short answers. For a small investment of your time there will be a big "return" for the School Department, which is trying to give East Greenwich a better school system. Please try to complete all items and return by May 17. Also understand that YOUR NAME WILL NOT BE USED IN MAKING ANY REPORT BASED ON THIS INQUIRY AND ALL REPLIES ARE CONSIDERED CONFIDENTIAL.

--- GENERAL DATA ---

1) Name_____ Year of Graduation 19____

2) Married name (girls)_____

3) Address (street)_____ City_____

4) Marital status: Single____ Married____ Widowed____ Divorced___

5) After graduating did you:

enter the armed service____
seek employment ____
take further schooling ____(where?)_____
other (please specify _____

6) Present status:
Student____ Employed____ Unemployed____ Housewife____

--- VOCATIONAL DATA ---

1) If employed now:

Name of firm_____ Employed how long_____

City where employed _____ Type or name of work you do_____

2) Other jobs held since graduation:

Type of work	Name of firm	Length of employment

3) Sources where employment was obtained:

friends____ relatives____ guidance office____ parents____

answered an ad____ "stumbled upon" a job____ public employment service____

private employment service____ other (what)_____

4) If, since graduation, you left any full-time job, please check reasons:
offered a better job____ disliked employers____ fired ____
disliked type of work____ not enough money ____ laid off____
no future to job ____ other (what?)_____

5) Are you satisfied with your present job?

yes_____ reason_____

no _____ why not?_____

6) Where did you get most of the training needed for your present job:

high school_____ on the job_____ elsewhere (state)_____

7) Where have you received help in planning for, or getting information on the job of your choice?

friends_____ principal_____ guidance counselor_____ reading_____

relatives_____ teachers_____ employment agency_____

other (what?)_____

8) Are you reasonably sure your present job will be your life's work?

yes_____ no_____

9) If not, check reason: no chance to advance_____ work dangerous to health_____

another vocation in mind_____ working environment not pleasant_____

other (state)_____

10) At the present time, would competent help in planning your job future be valuable?

yes_____ no_____ why?_____

--- EDUCATIONAL DATA ---

1) What course did you take in high school?

general_____ commercial_____ college_____

2) Do you think the course you took in high school was the right choice?

yes_____ no_____ why?_____

3) Please list below the subjects and activities that were of most value and of least value to you

Greatest Value		Least Value	
Subjects	Activities	Subjects	Activities

4) What help, other than subjects offered, could high school have given you which it did not provide?

_____

5) What subjects not offered in high school would have been helpful to you in preparation for your chosen vocation?

_____

_____

6) Please list possible improvements in subjects you have taken:

Subjects	Suggestions
_____	_____
_____	_____
_____	_____
_____	_____

7) As part of your high school education, would it have been worthwhile to have had some type of work experience (however brief) in at least one of your vocational choices?

yes_____ no_____

8) Do you consider yourself as well prepared by E. G. High School for success in work and life as graduates of other high schools?

yes_____ no_____

9) What other schools have you attended since graduation?

Name of school	Type of course	Length of course
_____	_____	_____
_____	_____	_____
_____	_____	_____

10) Would it be worthwhile to have a place in East Greenwich where out-of-school youth could get competent help on vocational, educational, and personal problems?

yes_____ no_____

11) If you feel you did not get from your high school training what you should have, what are the reasons?

_____poor variety of subjects offered

_____inadequate teaching

_____did not know good study habits

_____did not make the effort

_____poor equipment and facilities

_____other (explain_____)

Please use the other side if there are <u>any</u> comments you would care to make.

APPENDIX B

COPY OF POSTAL CARD "REMINDER" REPEATING REQUEST FOR RETURNS FROM ALL GRADUATES

Dear Graduates:

We're trying to get in all questionnaires by May 24th so we can start the group-study of the recommendations and statistics the graduates are giving us. According to our records, you have not sent us yours yet. If you lost it, please call the high school secretary and ask her to send you one. Or, if you have just forgotten it, please dig it up and mail it in right away.

The E. G. School System will be only as good as its graduates want it to be. Won't you please help us by sending in your questionnaire, today?

THANKS

Sincerely yours,

THOMAS LANGLEY
Supt. of Schools

APPENDIX C

EAST GREENWICH HIGH SCHOOL PROGRAM OF STUDIES (1948-49)

REQUIRED SUBJECTS	ELECTIVES
Grade 9	
English I	Algebra I
Civics	Latin I
General Science	French I
Physical Education *	Junior Business Training
	General Shop
	Home Economics I
	Art I
	Glee Club *
	Band *
Grade 10	
English II	Biology
World History	Geometry
Physical Education *	Latin II
	French II
	Spanish II
	Typing I
	Shorthand I
	Bookkeeping
	Mechanical Drawing
	Wood (Shop II)
	Art II
	Home Economics II
Grade 11	
English III	Chemistry
U. S. History	Algebra II
Physical Education *	Advanced Wood (Shop III)
	Home Economics III
	Shorthand II
	Transcription
	Public Speaking
	Driving (half-year)
	(also, any other elective previously mentioned not requiring a prerequisite)
Grade 12	
English IV	Physics
Problems of American Democracy	Solid Geometry (half-year)
Physical Education *	Trigonometry (half-year)
	Home Economics IV
	Child Care (half-year)
	Machine Shop
	Secretarial Practice
	(also, any other elective previously mentioned not requiring a prerequisite)

* indicates those that are not full-time subjects

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